

UNIVERSITI TEKNOLOGI MARA

**RESISTANCE TOWARDS THE USE OF DRAMA
AMONG ESL LECTURERS AT INSTITUTIONS OF
HIGHER LEARNING IN KUCHING**

REBECCA RAPHAEL

Dissertation submitted in partial fulfilment of the requirements for the degree of
Master of Education in Teaching English as a Second Language

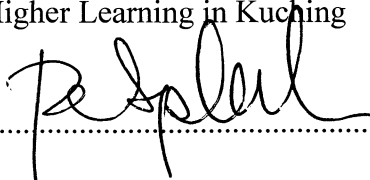
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AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

Name of Student	:	Rebecca Raphael
Student I.D. No.	:	2009981053
Programme	:	Master of Education (Teaching English as a Second Language)
Faculty	:	Faculty of Education
Dissertation Title	:	Resistance Towards The use of Drama Among ESL Lecturers at Institutions of Higher Learning in Kuching
Signature of Student	:	
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ABSTRACT

This study aims to investigate a case study on ESL teachers' resistance towards the use of drama in selected institutions of higher learning in Kuching. The benefits that emanate from the use of drama are unquestionable. There are many success stories or researches done that verify the goodness and benefit of drama in ESL classes. However, there are many teachers who are reluctant to use drama as a tool to improve students' communication and enhance their confidence. With that said, this case study is created with three objectives in mind; to find the causes of resistance towards drama, to determine whether teachers' teaching strategies affect their planning of the lessons that cause the resistance and to seek alternatives to drama in the case where teachers totally resist its use. Ten ESL teachers (lecturers) are selected and then interviewed via real-time online interview. Based on the interview, the answers to the three research questions are answered and deeper insights into teachers' point of view are shown. In the final chapter, four categories of teachers are categorised based on their resisting ways; teachers who have used drama and found drama successful and thus continued its usage, teachers who have used drama but found it difficult to be incorporated into the current syllabus and ceased its usage, teachers who have never used drama and would not use it in the future and finally teachers who have never used drama but eventually tried it and continued its usage. Finally, recommendations are then given at the final chapter to assist the four categories of teachers further.

ABSTRAK

Kajian ini bertujuan untuk mengkaji kajian tindakan cabaran para guru ESL dalam menggunakan drama dalam pusat pengajian tinggi terpilih di Kuching. Penggunaan drama dalam sesi pembelajaran tidak dapat dinafikan. Pelbagai kejayaan atau kajian yang dilakukan yang mengesahkan kebaikan dan keberkesanan penggunaan drama dalam kelas ESL. Namun, terdapat banyak guru yang keberatan untuk menggunakan drama sebagai salah satu cara pembelajaran untuk meningkat komunikasi para pelajar dan seterusnya meningkatkan keyakinan diri. Oleh yang demikian, kajian ini dijalankan berdasarkan tiga objektif iaitu; untuk mengenalpasti cabaran penggunaan drama, untuk memastikan samada strategi pengajaran guru mempengaruhi rancangan pengajaran guru dan untuk mencari pilihan drama dimana guru tidak ingin menggunakannya. Sebanyak 10 orang guru/pensyarah ESL telah terpilih dan ditemuramah menggunakan kaedah temuramah secara online. Hasil daripada temuramah tersebut, ketiga-tiga persoalan dalam kajian ini terjawab dan dapatan mendalam mengenai pendapat para guru terjawab. Dalam bab terakhir, 4 kumpulan guru dikategorikan berdasarkan rintangan mereka; guru yang menggunakan drama dan mendapati penggunaan drama berjaya dan menggunakannya dalam pembelajaran, guru yang menggunakan drama tetapi tidak dapat menggabungkannya dengan sukatan peajaran lalu tidak menggunakan drama, guru yang tidak pernah menggunakan drama dan tidak akan menggunakannya dan guru yang tidak pernah menggunakan drama tetapi mencuba dan akan terus mencuba. Akhir sekali, cadangan-cadangan diberikan untuk membantu empat golongan guru ini.